CIVILIAN PERSONNEL CAREER MANAGEMENT

A/O

11 Feb 2004

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM (ACTEDS) PLAN

OCCUPATIONAL SERIES
GS-0690 and GS-0640
CAREER FIELD 53

INDUSTRIAL HYGIENE

Industrial Hygienist - GS-0690

Industrial Hygiene Technician - GS-0640

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

INDUSTRIAL HYGIENIST - OCCUPATIONAL SERIES GS-0690
AND
INDUSTRIAL HYGIENE TECHNICIAN - OCCUPATIONAL SERIES GS-0640
(Career Field 53)

Summary.

a. This document describes the ACTEDS plan for both the Industrial Hygienist (IH) and the Industrial Hygiene Technician (IHT). It includes a listing of the objectives, structure, key positions, career paths, and training, education, and developmental opportunities that enhance the careerist's capability to perform and advance. This plan describes separately the IH community and the IHT community in detail.

b. Nothing in this plan should be construed to obligate any Department of the Army activity to select or fund the training of any individuals covered by this plan; such training is always accomplished subject to budgetary and mission requirements.

Interim Changes. Interim changes will be distributed as required to update information contained in this document.

Suggested Improvements. The proponent agency for this document is the U.S. Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCS-DC, 1400 East Grayson Street, Fort Sam Houston, TX 78234-6175.

Distribution. Distribution of this publication is made in accordance with direction provided by the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA(M&RA)), Central Program Operations Division, ACTEDS Management Branch. Additional copies may be obtained by contacting the AMEDDC&S.

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

INDUSTRIAL HYGIENIST - OCCUPATIONAL SERIES GS-0690
AND
INDUSTRIAL HYGIENE TECHNICIAN - OCCUPATIONAL SERIES GS-0640
(Career Field 53)

1. Introduction. This ACTEDS plan for the IH and the IHT is a Department of the Army (DA) program that provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the U.S. Army's civilian workforce in the IH community. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for the IH and IHT provides careerists and management with a guide to assist in career enhancement and progression. It includes a listing of the objectives, structure, key positions, competencies, career paths, recruitment strategies and sources, and the training, education, and developmental opportunities that enhance the careerist's capability to perform and advance within the IH community. Training and development planning is essential in developing and enhancing the employees knowledge, skills, and abilities (KSAs), and this plan, if followed, will provide the IH and the IHT the avenue to become more proficient in the IH field, benefiting the Army, the local military organization, and the employee.

2. Objectives.

a. Provide continuous broad-based (technical and managerial) training and development throughout an individual's employment.

b. Provide and document an individual's training and practical experience to ensure competence in the various aspects of IH.

c. Aid in the recruitment and retention of quality personnel by outlining the numerous training and career advancement opportunities offered by DA.

3. Structure. Development, coordination, implementation, and management of this plan is the shared responsibility of the proponent, the Functional Chief (FC), and the Functional Chief Representative (FCR). The proponent for IH is The Surgeon General (TSG) of the U.S. Army. The FC for IHs and IHTs is the Medical Service Corps Chief. The FC will designate a senior official holding a top-level position in IH to be the DA FCR for the Army IHs and IHTs. In turn, the DA FCR will designate individuals in

key positions within the IH community to serve as subject-matter experts (SMEs). This plan applies to all civilian employees of DA working in the field of IH, regardless of the level at which they were hired and the organization or agency to which they are assigned or attached.

4. Key Positions. (Appendix A) Key positions are top positions in IH that establish and/or interpret policy, plans, and strategy. Key positions shown at Appendix A are divided into major categories representing common career progression pathways. They are the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM), the U.S. Army Corps of Engineers (USACE), the separate Installations; the National Guard Bureau (NGB), the U.S. Army Materiel Command (AMC), Edgewood Research, Development and Engineering Center (ERDEC), the U.S. Army Environmental Center (USAEC), and the Program Manager for Chemical Demilitarization (PMCD). Crossovers between categories are encouraged, particularly early in the IH's career development pattern.

5. Responsibilities.

a. Management. The DA FCR will have operational responsibility for the administration of the IH and the IHT occupational series. Responsibilities include:

(1) Assisting the personnel proponent office in the preparation of career management regulations by providing advice on career patterns; identifying KSAs required for specific job categories; identifying training and development needs; and recommending functional courses and equivalencies for the enhancement of the IH employee.

(2) Establishing and chairing the DA IH Career Planning Board and assisting in the selection of participants for the planning boards.

(3) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referral.

(4) Monitoring affirmative action goals and equal employment opportunity (EEO) progress.

(5) Assisting TSG in estimating IH trainee needs and ensuring that the Master Training Plan (MTP) is adequate.

(6) Assisting TSG in establishing standards for selection of IH training sites.

b. Installation. The local installation IH program administrator's implementation responsibilities include informing the DA FCR of:

(1) planned career input requirements,

(2) budget needs,

(3) distribution of funds,

(4) management of spaces, and

(5) credentialing, privileging, and licensure requirements.

c. Employee. Each employee is responsible for assisting management in establishing their personal career plan and must demonstrate the interest, enthusiasm, and initiative required to achieve the stated objectives. Each employee who wishes to take full advantage of the program is expected to accept cross-training assignments for developmental purposes.

6. Competencies. (Appendix B)

a. Competencies shown at Appendix B are the applicable KSAs for the various levels of IH employees in the performance of their assigned duties. Supervisors have the responsibility for the total career management of their employees; therefore, they must ensure that employees under their supervision possess, or are provided opportunities to obtain the required KSAs through formal and on-the-job training (OJT) during the year.

b. Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in this plan. Applications for equivalency credit (Form WWWW-R, Appendix I) should be submitted to the DA FCR for evaluation and notification.

7. Recruitment Strategies and Sources.

a. Recruitment Strategies.

(1) The planned recruitment of highly qualified or high potential personnel is essential to the development and maintenance of an effective IH program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although primary hiring emphasis is generally placed on recruitment at the Entry Level, recruitment of quality individuals from various sources and placement in the appropriate Specialist and Senior Levels may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best-qualified candidate for available positions.

(5) Recruitment brochures, literature, advertising, or other appropriate authorized publicity measures should be employed to support recruitment actions.

b. Recruitment Sources.

(1) College and university recruitment programs should be used as a means for identifying and attracting promising students as well as recruitment at professional conferences and job fairs.

(2) Individuals may also be brought into the IH occupational series by means of an installation Local Merit Promotion Plan/Program (an upward mobility program at most installations). This plan/program targets high-potential individuals with a background in IH who are currently DA employees in other occupational series, and have shown an interest in pursuing the positive educational requirements needed to qualify for the IH and IHT occupational series.

(3) Procedures of the Merit Promotion Program and appropriate labor agreements will apply in considering candidates who are current DA employees.

(4) Status candidates eligible for transfer, reassignment, or reinstatement to positions no higher than ones previously held.

(5) Competitive referrals.

(6) Non-status candidates from an Office of Personnel Management (OPM) certificate of eligibles or a certificate established by a delegated examining unit.

(7) Special placement assistance programs such as the Department of Defense (DOD) priority placement program.

8. Mobility Requirement. Mobility is defined as geographic, organizational, and functional - either in CONUS or OCONUS. While many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals.

Relocation may increase chances of acquiring broad-based management experience necessary for executive level vacancies. There may be a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

9. CAREER PATHS FOR THE IH. (Appendix C) The career ladder for the IH represents two tracks: Leader and Specialist. There are three different pathways for progression in each of the two tracks. The three pathways represent three very different aspects of IH. The USACE career path concentrates on Civil Works and Hazardous, Toxic, and Radioactive Waste Sites. The Installation career path consists of the traditional IH mission at the installation. The Center for Health Promotion and Preventive Medicine (CHPPM) & Other career path is primarily concerned with standards promulgation and providing IH consultative services on a global basis. The solid lines shown at Appendix C depict the most likely routes of ascension to the higher grades. Crossover is encouraged at the lower levels.

10. MASTER TRAINING PLAN FOR THE IH. (Appendix D)

a. Employees enter the IH occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on formal training and OJT required for advancement as outlined in this ACTEDS plan. Broad-banded training are those courses and OJT which cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience and training.

(1) The IH ACTEDS plan has divided training and development into two categories: Universal Training and Competitive Professional Development.

(a) Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist commanders in planning and programming for training funds. Universal training priorities are as follows:

 Universal Mandatory, Priority I (U1) - Training that is typically a condition of employment, must be successfully completed within a specified time period, and meet one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission

accomplishment; (c) training is mandated by higher authority (law or DOD), or is required for health, certification, or safety reasons; (d) training is mandated by ASA(M&RA) as an ACTEDS leader development core course; or (e) is essential, functional intern training.

 Universal Mandatory, Priority II (U2) - Training that should be successfully completed within a specified time period, but may be delayed if funding is not available, and should meet one or both of the following criteria: (a) employee should have for maximum proficiency; or (b) training improves the quality of mission accomplishment.

 Universal Recommended, Priority III (U3) - This training should be funded after Priority I and II requirements and should meet one or both of the following: (a) provides or enhances KSAs needed on the job; or (b) leads to improvement of mission accomplishment.

(b) Competitive Professional Development. This category includes developmental opportunities for which individuals are competitively selected. It covers competitive programs such as Senior Service Colleges, Fellowship Programs, the Army Management Staff College (AMSC), and multidisciplinary area-wide competitive programs such as university programs, developmental assignments, and training-with-industry. This training is funded by either the major Army command (MACOM) or installation. The annual Catalog of Civilian Training, Education and Professional Development Opportunities, published by ASA(M&RA), contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

(2) The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements; (b) systematically schedules the training needed to meet the requirements; and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.

(3) A major element in the MTP is a goal-setting development plan, commonly referred to as an Individual Development Plan (IDP). An IDP, although no longer regulatory, serves as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (A sample IDP is at Appendix J). It clearly

identifies the training and OJT needed to improve the technical knowledge and skill of the employees and is updated annually.

(4) Development and rating methods of civilian employees are outlined and reported through the Total Army Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objective. Once identified, the training or developmental activities are recorded on the employee's Senior System Civilian Evaluation Report Support Form DA Form 7222-1, May 93).

(5) When an employee has completed a required phase of training, it must be documented by a competent individual officially designated by the FCR. The completed training will be noted in the IDP and TAPES, then filed in the employee's official personnel folder. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(6) Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Information to help employees identify and plan relevant self-development activities can be found in the MTP. Employees will be encouraged to take advantage of: (a) available Army and other professionally relevant correspondence courses; (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of emerging developments in the various aspects of IH; and (d) seminars, workshops, and meetings sponsored by professional IH organizations.

(7) Competitive Opportunities. Long-term training, above the bachelor level, is intended to expand and develop GS-11 through GS-15 careerists with educational opportunities above the bachelor level, and work experiences outside of their assigned organizations. These competitive opportunities are centrally funded in some cases and application is made and approved through the DA FCR. They include formal courses and developmental assignments such as: (a) Army War College (AWC), (b)

Legislative (LEGIS) Fellowship for Executive Development , (c) AMSC, (d) Master's degree and doctoral course work, (e) EPA/OSHA rotations, and (f) DA/OTSG rotations.

b. Training Levels.

(1) Entry Level Training: At the GS-05/07 level, the new employee generally requires OJT experience and technical training. Emphasis will be placed on training in:

(a) IH fundamentals,

(b) concepts of health hazard anticipation, recognition, evaluation, and control (abatement),

(c) instrumentation application and techniques of inspection, and

(d) sampling for a variety of contaminants.

Typical IH assignments at the Entry Level include, but are not limited to, initially participating as a team member on a survey; assisting in routine inspections or studies; and working on in-house technical/program support projects under the supervision of a senior IH. Participation in professional group activities is encouraged.

(2) Specialist Level Training: At the GS-09/11 level, the primary training focus is to increase the technical knowledge and skill of the employee. Secondarily, emphasis will be placed on management and human relation skills, including training for personnel selected to fill supervisory positions. Work assignments are selected to add depth and breadth to their technical competence. Assignments at the Specialist Level include:

(a) conducting studies and determining specific causes of employee illnesses on the job;

(b) evaluating operations involving chemical and physical hazards to determine the proper course of action to eliminate or minimize employee exposure;

(c) conducting engineering studies of ventilation systems designed to eliminate dusts, fumes, and mists from the work area;

(d) observing unique processes;

(e) serving as the technical focal point for program area projects; and

(f) project management.

The IH's self-development activities at this level are accelerated and focused to ensure that these employees continue to add to their variety of experiences. Employees will continue to receive progressive responsibilities for assignments and, as they progress, may be afforded the opportunity to exercise some supervisory authority. Graduate study, speaking and writing activities, and active participation in professional group activities are encouraged. Employees at the GS-09 level are encouraged to take the core examination from the American Board of Industrial Hygiene (ABIH) for the Industrial Hygienist in Training designation.

(3) Senior Specialist/Supervisory Training: At the GS-12/13 levels, the focus is placed on increasing the employee's competence in human relations and management concepts as well as specialized areas related to IH. Since most senior level positions require broad managerial knowledge and skill, the training activity will place special emphasis on management and human relations. Attendance at seminars, conferences, and advanced courses in professional development are some of the training requirements in this area. Graduate study, speaking and writing activities, temporary duty assignments, rotation of assignments, and participation in professional group activities will be encouraged. The IHs with at least 5 years of experience are encouraged to take the comprehensive examination from the ABIH for the Certified Industrial Hygienist designation.

(4) Master/Manager Level Training:

(a) Master Level IHs, GS-14s, are recognized as SMEs. They make decisions and recommendations that significantly affect the content, interpretation, and development of Army policies and programs concerning critical matters and major issues within the IH occupational series. They are assigned experiences/studies where limited guidance exists as to the method of evaluation for the potential experiences identified or, where possible, new experiences need to be identified for a new operation or new product. Training for these employees will be on topics that are emerging issues in the specialized aspects of IH as well as seminars and conferences where these topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by: (1) application of new developments and theories to critical and novel problems, and (2) extension and modification of approaches and methods to

solve a variety of problems with unconventional solutions.

(b) For GS-14s on the Leader Track, the emphasis will be placed more on the managerial aspects of IH than the mastery of particular technical topics. Developmental assignments for these employees may include rotations through other agencies as well as congressional exchanges.

(c) Master/Manager Level IHs, GS-15s on the Leader Track, are recognized as the operational and technical arm of both TSG and the Assistant Secretary of the Army for Installations, Logistics, and Environment in matters relating to IH. This position requires executive managerial skills, experience with worldwide technical service contracting, and professional competence in the sciences that support IH.

c. Application for Training. Application procedures for some civilian training courses are described in detail, for each available course, in the annual ASA(M&RA) Catalog of Civilian Training, Education and Professional Development Opportunities publication.

d. Affirmative Action / Equal Employment Opportunity. Training and development opportunities for participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

11. Career Paths for the IHT. (Appendix E) The career ladder for the IHT has two different pathways for progression. The two pathways represent different aspects of IH. The Installation career path consists of supporting the traditional IH mission at the installation. The USACHPPM/NGB career path is primarily concerned with supporting the IH services at the USACHPPM and NGB level. The solid lines shown at Appendix E depict the most likely routes of ascension to the higher grades. Crossover is encouraged at the lower levels.

12. Master Training Plan for the IHT. (Appendix F)

a. Employees enter the IHT occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on formal training and OJT required for advancement as outlined in this plan. Broad-banded training are those courses and OJT which cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience

and training.

(1) Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Training requirements are prioritized to assist commanders in planning and programming for training funds. Universal training priorities are as follows:

Previously listed

- Universal Mandatory, Priority I (U1) - Training that is typically a condition of employment must be successfully completed within a specified time period, and meets one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or DOD) or is required for health, certification, or safety reasons; (d) training is mandated by ASA(M&RA) as an ACTEDS leader development core course; or (e) is essential, functional intern training.

- Universal Mandatory, Priority II (U2) - Training that should be successfully completed within a specified time period, but may be delayed if funding is not available, and it should meet one or both of the following criteria: (a) employee should have for maximum proficiency; and/or (b) training improves the quality of mission accomplishment.

(2) The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which (a) identifies training requirements; (b) systematically schedules the training needed to meet the requirements; and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.

(3) A major element in the MTP is a goal-setting development plan, commonly referred to as an IDP. An IDP, although no longer regulatory, serves as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (A sample IDP is at Appendix I). It clearly identifies the training and OJT needed to improve the technical knowledge and skill of the employees and is updated annually.

(4) Development and rating methods of civilian employees are outlined and reported through TAPES. The rater/supervisor, with the ratee's input (during counseling sessions), will assist the ratee in identifying the required training and/or

professional development objective. Once identified, the training or developmental activities are recorded on the employee's Senior System Civilian Evaluation Report Support Form (DA Form 7222-1, May 93).

(5) When an employee has completed a required phase of training, it must be documented by a competent individual officially designated by the FCR. The completed training will be noted in the IDP and filed with the employee's official personnel folder. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(6) Self-Development. In addition to the mandated training outlined in the MTP for the IHT, employees at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Information to help employees identify and plan relevant self-development activities can be found in the MTP. Employees will be encouraged to take advantage of (a) available Army and other professionally relevant correspondence courses, (b) opportunities for study at nearby colleges or universities, (c) planning, reading, and discussion of current developments in the various aspects of IH, and (d) seminars, workshops, and meetings sponsored by professional organizations.

b. Training Levels.

(1) Entry Level Training. At the GS-05/06 levels, this new employee generally requires OJT experience and technical training. Emphasis will be placed on training in: (a) IH fundamentals; (b) concepts of health hazard anticipation, recognition, evaluation, and control; (c) instrumentation application and techniques of inspection; and (d) sampling for a variety of contaminants. Typical assignments at the Entry Level include equipment maintenance; participating as a team member on surveys; assisting in routine inspections; and working on projects under the supervision of an IH. Participation in professional group activities is encouraged.

(2) Full Performance Level. At the GS-07/08 levels, the primary focus is to increase the technical knowledge and skill of

the employee. Work assignments are selected to add to the depth and breadth of their technical competence. Assignments at this level include: (a) conducting limited scope studies; (b) evaluating operations involving chemical and physical hazards; and (c) evaluating ventilation systems. Employees at this level are encouraged to take the certification examination from the American Board of Industrial Hygiene and Board of Certified Safety Professionals for the Occupational Health and Safety Technologist designation.

(3) Senior Technician Training. At the GS-09 level, the focus is placed on increasing the employee's competence in specialized areas related to IH. Participation in professional group activities will be encouraged.

(4) Team Leader Level Training. Team Leader Level IH Technicians, GS-10, are responsible for the oversight of Junior Level technicians, overall management of equipment calibration and maintenance, and making recommendations for the procurement of new equipment. Training will be on emerging technology in IH equipment and systems.

c. Application for Training. Application procedures for some civilian training courses are described in detail, for each available course, in the annual ASA(M&RA) Catalog of Civilian Training, Education and Professional Development Opportunities publication.

d. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

APPENDIX A

KEY POSITIONS FOR INDUSTRIAL HYGIENISTS

USACHPPM		
DIR, OCC HLTH SCIENCES	GS-0690-15	USACHPPM, APG, MD
SCIENTIFIC ADVISOR DOHS	GS-0690-15	USACHPPM, APG, MD
PROGRAM MANAGER	GS-0690-14	USACHPPM, APG, MD
IH TECHNICAL EXPERT (2)	GS-0690-14	USACHPPM, APG, MD
CHIEF, IH DIVISION	GS-0690-14	USACHPPM-N, FORT MEADE, MD
INDUSTRIAL HYGIENIST	GS-0690-13	USACHPPM-N, FORT MEADE, MD
INDUSTRIAL HYGIENIST	GS-0690-13	USACHPPM-W, FAMC, AURORA, CO
INDUSTRIAL HYGIENIST	GS-0690-13	USACHPPM-PAC, SAGAMI, JAPAN
INDUSTRIAL HYGIENIST	GS-0690-13	USACHPPM-EUR, GERMANY
INDUSTRIAL HYGIENIST(8)	GS-0690-13	USACHPPM, APG, MD
USACE		
SUPERVISORY IH	GS-0690-14	HQ USACE, WASH, DC
INDUSTRIAL HYGIENIST	GS-0690-14	HQ USACE, WASH, DC
INDUSTRIAL HYGIENIST	GS-0690-14	HQ USACE, WASH, DC
SUPERVISORY IH	GS-0690-14	ENG DIST OMAHA, HTRW CX, OMAHA, NE
SUPERVISORY IH	GS-0690-13	ENG DIST OMAHA, OMAHA, NE
INDUSTRIAL HYGIENIST(3)	GS-0690-13	ENG DIST OMAHA, HTRW CX, OMAHA, NE
INDUSTRIAL HYGIENIST	GS-0690-13	ENG DIV NORTH ATLANTIC, NY, NY
INDUSTRIAL HYGIENIST	GS-0690-13	ENG DIV N ENGLAND, WALTHAM, MA
INDUSTRIAL HYGIENIST	GS-0690-13	ENG DIST SACRAMENTO, SACRAMENTO, CA
INDUSTRIAL HYGIENIST	GS-0690-13	ENG DIST BALTIMORE, BALTIMORE,MD
INSTALLATION		
SUPERVISORY IH	GS-0690-14	APG, MD
SUPERVISORY IH	GS-0690-14	WRAMC, WASH, DC
SUPERVISORY IH (2)	GS-0690-13	APG, MD
INDUSTRIAL HYGIENIST	GS-0690-13	APG, MD
SUPERVISORY IH	GS-0690-13	FT MEADE MEDDAC, FT MEADE, MD
INDUSTRIAL HYGIENIST(2)	GS-0690-13	FT MEADE MEDDAC, FT MEADE, MD

	TITLE	PAY PLAN/ SERIES/GRADE	LOCATION

NGB		
SUPERVISORY IH	GS-0690-13	NGB, ARLINGTON, VA
AMC		
INDUSTRIAL HYGIENIST	GS-0690-14	HQ, AMC, ALEXANDRIA, VA
INDUSTRIAL HYGIENIST (2)	GS-0690-13	HQ, COMM ELCT COM, FT MONMOUTH, NJ
ERDEC		
INDUSTRIAL HYGIENIST	GS-0690-14	ERDEC, APG, MD
USAEC		
INDUSTRIAL HYGIENIST	GS-0690-13	USAEC, APG, MD
PMCD		
INDUSTRIAL HYGIENIST	GS-0690-13	PMCD, APG, MD

Number in parentheses indicates number of positions if more than one at that location.

APPENDIX B

COMPETENCIES FOR INDUSTRIAL HYGIENISTS
AND
INDUSTRIAL HYGIENE TECHNICIANS

1. Knowledge of occupational medicine principles, procedures, and program elements (i.e., vision, hearing, and medical surveillance) as outlined in DOD 6055.5M, 29 Code of Federal Regulations (CFR), and Army Regulation (AR) 40-5 in order to _____.

2. Knowledge of hearing conservation management, including hazard evaluation, worker protection, and record-keeping requirements in order to _____.

3. Knowledge of hazardous toxic waste program as outlined in current public laws and ARs (i.e., 29 CFR, 40 CFR, AR 200-1, Superfund Amendment Reauthorization Act, and Resource Conservation and Recovery Act) in order to _____.

4. Knowledge of IH program management as outlined in current public laws or ARs, such as 29 CFR, AR 40-5, and Technical Bulletin Medical 503 in order to _____.

5. Skill in managing occupational health/IH personnel in order to _____.

6. Skill in developing written criteria for and conducting evaluations of programs in order to _____.

7. Ability to identify requirements for IH programs in order to _____.

8. Ability to develop program documents (i.e., noise dosimetry, toxicological exposure, and evaluation and control) to specify goals, outline policies, establish priorities, and schedule for action in order to _____.

9. Ability to determine and procure program resource needs (i.e., budget, personnel, equipment, and facilities) in order to _____.

10. Ability to determine and review employees' health-related requirements in all standing operating procedures (i.e., field training exercises and work-sites) in order to _____.

11. Ability to plan and provide for emergency and prioritized

routine services (i.e., work-site clearance, hazard toxic waste sites, or spill areas).

12. Ability to prepare and provide input into the occupational health budget in order to _____.

13. Ability to coordinate with others to develop hazard toxic waste program policies and procedures to include superfund, installation restoration programs (i.e., defense environmental restoration program, former defense sites), and other related missions.

14. Ability to establish quality assurance indicators for program elements.

15. Ability to assist with methods and preparation of statistical analyses and reports of Office of Workers' Compensation Program accident/illness data and chargeback verification.

16. Ability to review new regulations, analyze impact, and provide comments to regulating agency.

17. Ability to provide technical advice and guidance to commanders, staff, and clients.

18. Ability to market services to installation and tenant commanders and develop plans for delivery and reimbursement of services.

19. Ability to actively participate in the MACOM, installation, community level Safety and Occupational Health Advisory Council, and other committees.

20. Knowledge of risk assessment policies, procedures, and techniques, including toxicology of environmental contaminants and physiological effects of workplace stressors.

21. Knowledge of laboratory operations, associated control procedures, and chemical hygiene management.

22. Knowledge of industrial operations (i.e., welding, spray painting, and vapor degreasing) including contaminants generated, hazards, and emergency procedures.

23. Knowledge of techniques and procedures for IH monitoring and sample analysis.

24. Knowledge of indoor air quality standards, practices, and

criteria (i.e., American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE), National Institute for Occupational Safety and Health (NIOSH), and Environmental Protection Agency (EPA) publications).

25. Knowledge of general occupational health standards, practices, and inspection procedures (i.e., Occupational Safety and Health Administration (OSHA) General Industry Standards, 29 CFR 1910, Federal Safety Standards, 29 CFR 1960, AR 40-5, and AR 385-10).

26. Knowledge of ergonomics and human factors design policies, practices, and guidelines.

27. Knowledge of medical treatment facility health criteria related to emergency medical services, medical and dental clinics, medical department activity (MEDDAC), dental activity, and hospital activities.

28. Skill in observing work-site procedures, physical layouts, and in interviewing employees to gather information on operations, material used, and equipment that may result in illness, impairment, injury, or impact on the health of workers and members of the community.

29. Skill in preparing methodology for sampling and evaluation of unique or emergency situations.

30. Skill in calibrating sampling/measuring instruments to National Institute for Standards Testing traceable standards and recording as required.

31. Skill in preparing written reports detailing findings, risk assessments, and recommended corrective actions, as well as in establishing appropriate priorities for action using the Risk Assessment Codes (RACs) and for documentation of the regulatory requirements.

32. Skill in presenting briefings on IH findings to management, unions, workers, and outside agencies.

33. Skill in coordinating with occupational medicine personnel regarding workers enrolled in the medical surveillance program.

34. Ability to determine actual or potential health hazards present in the workplace which require further evaluation using preliminary data.

35. Ability to research information sources (i.e., Material

Safety Data Sheets, Health Hazard Information Module (HHIM), regulations, standards, other agencies, and experts) for health effects data applicable to work operations.

36. Ability to assist in preparing occupational health standards for unique or emergency situations.

37. Ability to measure airborne or surface concentrations of known or suspected chemical and/or biological contaminants in the workplace or surrounding area.

38. Ability to measure physical agents found in the workplace.

39. Ability to evaluate engineering controls found in the workplace to determine their effectiveness.

40. Ability to evaluate present controls (i.e., personal protective equipment (PPE), engineering controls, and work practices) and recommend improvements or new controls to eliminate or reduce hazards.

41. Ability to evaluate exposure data to determine the extent or presence of actual or potential health hazards by comparing with appropriate standards (i.e., risk assessments).

42. Ability to prepare a health hazard abatement plan for uncorrected hazards.

43. Ability to develop, review, and evaluate site-specific safety/health programs and plans for hazardous/toxic waste investigation, design, and construction activities.

44. Ability to follow up on hazard abatement strategies.

45. Ability to collect, review, and maintain data from surveillance and evaluation activities.

46. Knowledge of the material acquisition process including source selection, evaluation, test and evaluation procedures, and requirements documents.

47. Knowledge of resource management issues including staffing, EEO, position management, training, employee relations, manpower, budget, and professional development.

48. Knowledge of asbestos program management, use, operation procedures, mitigation, and medical effects, as outlined in 29 CFR, 40 CFR, AR 200-1, etc.

49. Knowledge of statistical analysis techniques (descriptive and inferential) for trend identification.

50. Knowledge of office automation applications (i.e., spreadsheets, graphics, database management, communication practices, the Occupational Health Management Information System (OHMIS), and the Hazardous Material Information System).

51. Knowledge of the procurement process to incorporate health requirements into contract documents, evaluate the health portions of contractor proposals, and monitor contracts.

52. Knowledge of regulations, standards, and practices concerning evaluation and selection of clothing and PPE (i.e., respirators, and eye and hearing protection).

53. Skill in purchasing or approving the purchase of non-stock protective clothing and equipment.

54. Skill in coordinating and conducting staff assistance visits and audits to assess and analyze programs or specific problems.

55. Ability to administer resources (i.e., budget, personnel, equipment, and facilities).

56. Ability to coordinate and maintain liaison with agencies and other related services including local, state, and federal levels.

57. Ability to implement IH program elements (i.e., respiratory protection, hazardous waste, etc.).

58. Ability to develop and review risk assessments, to include health hazards assessments, for all types of systems and operations.

59. Ability to represent the Army on various boards and committees.

60. Ability to evaluate the organization/installation level of readiness to handle mobilization and emergencies.

61. Ability to implement and administer the IH aspects of hazardous waste program policies and procedures to include superfund, installation restoration programs (i.e., defense environmental restoration program, formerly used defense sites), and other related missions.

62. Ability to administer contracts and to develop and review a

statement of work (SOW).

63. Ability to provide workplace health hazard evaluations relevant to environmental differential pay determinations.

64. Ability to provide health protection requirements to supervisors and personnel officers for performance standards and job descriptions.

65. Ability to establish and maintain the HHIM of the OHMIS or other appropriate database.

66. Ability to develop technical documents for use in work-site evaluations or program implementations.

67. Ability to write job descriptions, performance appraisals, and Individual Development Plans (IDPs) for personnel supervised.

68. Ability to manage personnel administration.

69. Ability to draft hiring actions for vacant positions.

70. Knowledge of industrial ventilation design, evaluation standards, and guidance as provided by the ASHRAE, Industrial Ventilation Manual and related publications.

71. Knowledge of mitigation and abatement procedures such as how to gather and analyze information in order to recommend corrective action by using engineering controls, work practices, and PPE.

72. Skill in developing and reviewing IH related portions of contractual documents (i.e., SOW, contractor proposal, and procurement specifications).

73. Ability to conduct, review, evaluate, and investigate design, and to construct plans (i.e., health hazard assessment, Site Safety and Health Plan) for hazardous toxic waste execution.

74. Ability to conduct, review, and evaluate health hazard assessments associated with the design of new and modified systems in the material acquisition cycle.

75. Ability to coordinate with developers and engineering personnel (to include contractors) to ensure timely access to documents for health hazards review of systems and facilities.

76. Ability to review work plans, blueprints, specifications, and other documents to ensure the application of health standards

for illness and injury prevention in the construction and modification of facilities.

77. Knowledge of public health issues related to integration of IH into preventive medicine programs (i.e., non-occupational exposures, recreation, and housing concerns).

78. Skill in investigating accidents/incidents involving injury, illness, property damage, or mission degradation.

79. Skill in providing input to accident/incident reporting and analysis systems.

80. Skill in serving as a board member or a technical advisor on investigation teams.

81. Ability to assist in conducting epidemiological investigations.

82. Ability to assist in conducting research in the application of health standards for identified or potential health problems.

83. Ability to analyze health-related accident/incident experience and recommend abatement measures.

84. Ability to complete and review health-related accident/incident reports (i.e., check for accuracy, completeness, and clarity).

85. Ability to perform accident/incident analyses by compiling statistical data on factors such as causes of illnesses and injuries.

86. Ability to review and evaluate accidents/incidents to identify failures resulting from deficiencies in materials or design, preexisting safety and health hazards, and appropriate abatement measures.

87. Ability to ensure appropriate control methods are implemented (i.e., training, engineering, and procedural modification).

88. Ability to prepare or review requests for waivers or exemptions as necessary.

89. Knowledge of training sufficient to determine training needs, define objectives, select media, and propose methods of presenting and evaluating training.

90. Skill in developing educational material and training techniques to promote awareness of health hazards and corresponding preventive procedures (i.e., hazard communications and hazardous toxic waste).

91. Skill in providing related educational material for training and in conducting training via different media (i.e., oral presentations and posters).

92. Skill in planning and implementing programs designed to promote on- and off-duty health hazard awareness (i.e., noise, asbestos, radon, and lead).

93. Ability to determine training requirements.

94. Ability to monitor certification or regulatory qualifications to ensure provision of special training for personnel (i.e., recertification training).

95. Ability to evaluate and revise training programs.

96. Ability to incorporate IH related information, practices, and standards in training literature.

97. Ability to provide Hazard Communications orientation for new employees and new supervisors (civilian and military).

98. Ability to plan, conduct, or monitor safety/health meetings.

99. Ability to promote professional relationships between and among other disciplines (i.e., procurement, finance, engineering, construction, personnel, safety, medical, etc.).

100. Ability to publicize and promote enforcement of occupational health policies and regulations (i.e., PPE and work practices).

APPENDIX D
MASTER TRAINING PLAN (MTP) MATRIX FOR INDUSTRIAL HYGIENISTS

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY / TRAINEE		SPECIALIST		SR SPEC / SUPV		MASTER / MANAGER		COMPETENCIES (APPENDIX B)
		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Orientation For Industrial Hygienists STA/TDY FC 40 Hours	U1	U1							6,7,10,15,16,28,30,31 34,35,41,45
	Basic Industrial Hygiene Techniques AMEDDC&S FC 80 Hours	U1	U1							21,22,23,25,27,30,34, 35,37,38,39,40, 41,45, 52
	Computer Literacy For Industrial Hygiene Trainees USACHPPM FC 40 Hours	U1	U1							31,45,50,65,90,94,96
	Effective Briefings And Presentations USACHPPM FC 40 Hours	U1	U1							32,59,89,90,91,97,98, 100
	Health Hazard Information Module User Training USACHPPM FC 40 Hours	U1	U1							32,39,45,50,65
	Intern Leadership Development Course CAL FC 40 Hours	U1	U1							13,56,59,75,80,88,98, 99
	Spray Finishing Operations STA/TDY OJT 40 Hours	U1	U1							22,23,25,28,30,34,35,37, 38,39,41,44,45,52,70
	Carpentry/Woodworking Operations STA/TDY OJT 40 Hours	U1	U1							22,23,25,28,30,34,35,37, 38,39,41,44,45,52,70
	Vehicle Maintenance Facilities STA/TDY OJT 40 Hours	U1	U1							22,23,25,28,30,34,35, 37, 38,39,41,44,45,52,70
	Ventilation Evaluation STA/TDY OJT 40 Hours	U1	U1							22,25,28,30,35,39,44, 45

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Industrial Noise Evaluations OJT STA/TDY 40 Hours			U1	U1					22,25,30,34,35,38,41, 44,45,52
	Asbestos Project Designer Course USACHPPM FC 16 Hours			U1*/U2	U1*/U2	U1*/U2				28,31,32,34,35,37,39, 41,44,45,48,71
	Lead-Based Paint Abatement Inspector USACHPPM FC 40 Hours			U1*/U2	U1*/U2	U1*/U2				22,23,25,28,30,34,35, 37,38,39,41,44,45,52, 70
	Lead-Based Paint Abatement Contractor/Supervisor USACHPPM FC 40 Hours			U1*/U2	U1*/U2	U1*/U2				22,23,25,28,30,34,35, 37,38,39,41,44,45,52, 70
	Lead-Based Paint Abatement Worker USACHPPM FC 40 Hours			U2	U2	U2				22,23,25,28,30,34,35, 37,38,39,41,44,45,52, 70
	Lead Abatement Study STA/TDY OJT 40 Hours			U2	U2	U2				22,23,25,28,30,34,35, 37,38,39,41,44,45,52
	Indoor Air Quality Surveys STA/TDY OJT 40 Hours			U2	U2	U2				21,22,23,24,25,27,28, 30,34, 35,37,38,39,44, 45,70
	Toxicology USACHPPM FC 24 Hours			U2	U2	U2				20,29,34,35,36,41,81, 82,83
	Contracting Officer Representative Course ALMC CC 40 Hours			U2	U2	U2				6,17,18,19,44,51,53,56, 59, 62,75,76
	Asbestos Abatement Contractor/Supervisor Course USACHPPM FC 40 Hours			U2	U2	U2				22,23,25,28,30,34,35, 37,38, 39,41,44,45,48, 52,70

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Indoor Firing Range STA/TDY OJT 40 Hours			U2	U2					25,28,30,38,39,41,44, 45,52
	Chemical Demilling/Surety Operations STA/TDY OJT 40 Hours			U2	U2					22,23,25,28,30,34,35, 37,38,39,41,44,45,52,70
	Hospital/Dental Facility STA/TDY OJT 40 Hours	U2	U2							21,23,24,25,28,30,34,35, 37,38,39,41,44,45,52,70
	Ammunition Plant Industrial Hygiene Evaluation STA/TDY OJT 40 Hours	U2	U2							22,23,25,28,30,34,35,37, 38,39,41,44,45,52,70
	Intermediate Industrial Hygiene Topics Course STA/TDY FC 80		U1	U1	U1					21,22,23,24,25,26,27, 34, 35,37,38,39,40,41,45, 48, 52,70
	Principles Of Ergonomics USACHPPM FC 20		U1	U1	U1					26,28,34,35,38,39,41, 44,45
	Occupational Noise USACHPPM FC 16		U2	U2	U2					23,25,28,30,34,35,38, 39,44,45,52
	Occupational Respiratory Protection USACHPPM FC 40		U2	U2	U2					23,25,28,34,35,38,39, 44,45,52
	Chemical Protective Clothing USACHPPM FC 24		U2	U2	U2					22,25,26,28,38,44,45, 52

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Vibration/Ergonomic Study STA/TDY OJT 40 Hours			U1*/U2	U1*/U2	U1*/U2				26,28,34,35,38,39,41,44,45
	Indoor Air Quality USACHPPM FC 24			U1*/U2	U1*/U2	U1*/U2				21,22,23,24,25,27,28,30,34,35,37,38,39,44,45,70
	Blueprint Reading & Industrial Hygiene Design Review USACHPPM FC 40			U1*/U2	U1*/U2	U1*/U2				22,25,28,30,35,39,44,45,70
	Construction / Renovation Design Reviews STA/TDY OJT 40			U1*/U2	U1*/U2	U1*/U2				7,8,9,10,11,70
	Asbestos Building Inspector Course USACHPPM FC 24			U1*/U2	U1*/U2	U1*/U2				22,23,25,28,30,34,35,37,38,39,41,44,45,48,52,70
	Asbestos Management Planner Course USACHPPM FC 16			U1*/U2	U1*/U2	U1*/U2				22,23,25,28,30,34,35,37,38,39,41,44,45,48,52,70
	Asbestos Abatement Project STA/TDY OJT 40			U2	U2	U2				22,23,25,28,30,34,35,37,38, 39,41,44,45,48,52,70
	Industrial Hygiene Contract Review STA/TDY OJT 40			UR	UR	UR				6,14,17,43,44,45,66,72,75
	Hazardous Waste Operations USACHPPM FC 40			UR	UR	UR				22,23,25,28,30,34,35,37,38, 41,44,45,52
	Hazardous Waste Remediation STA/TDY OJT 40			UR	UR	UR				22,23,25,28,30,34,35,37,38, 41,44,45,52

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Safety Hazard Recognition For Industrial Hygienists OSHA FC 40			UR	UR	UR				13,15,16,19,53,59,60,63, 64,73,76,78,79,83,84,85, 86
	Annual Industrial Hygiene Symposium USACHPPM FC 40			UR	UR	UR	UR	UR	UR	4,7,9,16,18,19,32,54,56,58 , 59,71,80,888,898,99
	Supervisor Development Course AIPD CC 40				SUP-U1 U2	SUP-U1 U2	SUP-U1 U2	SUP-U1 U2		6,8,9,14,15,18,47,55, 67,68, 69,99
	Leadership Education And Development CAL FC 40				SUP-U1 U2	SUP-U1 U2	SUP-U1 U2	SUP-U1 U2		17,18,19,31,32,33,57, 58,67, 68,69,98,99
	Industrial Hygiene Document Development STA/TDY OJT 40				U2	U2	U2			1,4,6,7,8,14,16,31,66, 72,90
	Installation Program Evaluation STA/TDY OJT 40				U2	U2	U2			1,4,6,7,8,9,13,16,17,18, 54
	Ventilation System Troubleshooting USACHPPM FC 40					U1*/U2	U1*/U2	U1*/U2		28,31,32,33,35,37,38, 39, 41,44,45,72,73,74,75,76
	Ergonomics II/ Management USACHPPM FC 20					U1*/U2	U1*/U2	U1*/U2		6,15,16,17,18,19,26,28,29, 31,32,33,34,35,36,40,41,4 2
	Present Industrial Hygiene Topics STA/TDY OJT 40					U2	U2	U2		17,18,19,32,59,80,91, 100
	Risk Communication And Public Dialogue Workshop USACHPPM FC 24					U2	U2	U2		17,18,19,20,31,32,43, 56,58, 59,80

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Health Hazard Assessments USACHPPM OJT 40					U2	U2	U2		7,8,10,11,28,31,32,34,40, 41,42,44,45,72,73,74,75, 76,86
	Industrial Hygiene Case Studies Course USACHPPM FC 40					U2	U2	U2		5,7,8,9,10,11,12,13,16, 17,29,32,36,41
	Management Concepts Workshop USACHPPM FC 40					U2	U2	U2		5,6,7,8,9,12,14,15,17,1 8,19,31,32,33,55,57,58, 98,99, 100
	Developing Listening And Memory Skills OPM FC 16					UR	UR	UR		5,13,15,19,28,32,33,54, 55,56,59
	Research And Development Laboratories STA/TDY OJT 40					UR	UR	UR		6,14,16,17,28,31,34,35, 37,38,39,40,41
	Source Selection Evaluation Board USACHPPM OJT 40					UR	UR	UR		6,14,16,17,28,31,34,35, 37,38,39,40,41
	Technical Presentation/Paper STA/TDY OJT 960					UR	UR	UR		6,14,16,17,28,31,34,35, 37,38,39,40,41
	Special Studies STA/TDY OJT 40					UR	UR	UR	UR	6,14,16,17,28,31,34,35, 37,38,39,40,41
	Army Management Staff College (AMSC AMSC (Belvoir)) FC 560					C	C	C	C	14,16,17,47,49,51,55, 59,60,68,69,88
	EPA / OSHA / OTSG Rotations STA/TDY DVP 480					C	C	C	C	6,14,16,17,28,31,34,35, 37,38,39,40,41

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		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Legal Aspects Of Occupational Safety And Health NIOSH FC 24						U1	U1	U1	7,10,14,15,16,17,18,19, 31,42,44,54,56,58,64, 66,76,80,88
	Manager Development Course AIPD CC 20						L - U1	L - U1	L - U1	17,18,19,31,32,33,57, 58,67,68,69,95,99
	Organizational Leadership For Executives CF CAL 80						L - U2 S-UR	L - U2 S-UR	L - U2 S-UR	17,18,19,31,32,33,57, 58,67,68,69,98,99
	Personnel Management For Executives (PME) ACCHRM FC 64						L - U2 S-UR	L - U2 S-UR	L - U2 S-UR	5,9,12,55,67,68,69,99
	Personnel Management For Executives II (PME II) ACCHRM FC 40						UR	UR	UR	5,9,12,55,67,68,69,99
	Publishable Research Project STA/TDY OJT 960						UR	UR	UR	16,17,18,31,32,42,65,81, 82, 96,99,100
	The LEGIS Fellowship for Executive Development WASH DC (CAPITOL) FC 2080							C	C	16,17,18,19,54,56,59,66, 78,79,82,83,84,85,86,88
	Industrial College of the Armed Forces ICAF FC 1600							C	C	27,47,48,51,52,53,55,56, 59,72,74,75,94,99
	The National War College (NWC) NWC FC 1600							C	C	59,60
	Secretary Of The Army Research And Study Fellowships SARSF(TBD) FC 1040							C	C	59,60,77,80,82,86,94,95

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MASTER TRAINING PLAN MATRIX FOR INDUSTRIAL HYGIENISTS

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY / TRAINEE		SPECIALIST		SR SPEC / SUPV		MASTER / MANAGER		COMPETENCIES (APPENDIX B)
		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	GS-14	GS-15	
	Action Officer Development Course (AODC) AIPD CC 6 months	U1	U1	U1	U1	U1	U1	U1	U1	7,8,10,15,17,28,33,34,35,40, 41,43,44,45,46,47,48,49,54,55, 58,65,66,68,70,71,80,92,95,96, 97, 99,100,105,107,110,111
	DOD Executive Leadership Course DOD 1 year					C	C	C	C	15,17,28,32,33,34,40,41, 42,43,44,46,47,48,54,56, 59,60,71,86,88,95,101,105 ,111
	DOD Senior Executive Dod Leadership Course 1 year							C	C	15,17,28,32,33,34,40,41, 42, 43,44,46,47,48,54,56, 59,60,71,86,88,95,101,105 ,111
	Womens Executive Leadership OPM FC 13 months				C	C				28,32.33,34,38,40,41,42, 43, 46,47,48,54,55,58,64, 65, 71,72,76,92,95,101, 105,108

LEGEND: SHADED COURSES ARE PART OF A COMPREHENSIVE CENTRALLY FUNDED TRAINEE PLAN
FC = FORMAL COURSE DVP = DEVELOPMENTAL ASSIGNMENT U3 = UNIVERSAL PRIORITY III SUP = SUPERVISOR ONLY
OJT = ON-THE-JOB TRAINING U1 = UNIVERSAL PRIORITY I C = COMPETITIVE S = SPECIALIST TRACK
CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II L = LEADER TRACK * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT

APPENDIX F
MASTER TRAINING PLAN (MTP) MATRIX FOR INDUSTRIAL HYGIENE TECHNICIANS

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY / TRAINEE		SPECIALIST		SR SPEC / SUPV		COMPETENCIES (APPENDIX B)
		GS-05	GS-06	GS-07	GS-09	GS-09	GS-10	
	Orientation For Industrial Hygiene Technicians STA/TDY OJT 40 Hours	U2	U2					21,23,30,35,37,38,45,53,65
	Basic Industrial Hygiene Techniques AMEDDC&S FC 80	U2	U2					21,22,23,25,27,30,34,35,37,38,39, 40,41,45,52
	Computer Literacy for Industrial Hygiene Trainees USACHPPM FC 40	U2	U2					45,50,65,90
	Health Hazard Information Module User Training USACHPPM FC 40	U2	U2					45,50,65
	Spray Finishing Operations STA/TDY OJT 40	U2	U2					22,23,25,28,30,34,35,37,38,39,41, 44,45,52,70
	Carpentry/Woodworking Operations STA/TDY OJT 40 Hours	U2	U2					22,23,25,28,30,34,35,37,38,39,41, 44,45,52,70
	Vehicle Maintenance Facilities STA/TDY OJT 40 Hours	U2	U2					22,23,25,28,30,34,35,37,38,
	Ventilation Evaluation STA/TDY OJT 40 Hours	U2	U2					22,25,28,30,35,39,44,45
	Industrial Noise Evaluations STA/TDY OJT 40 Hours	U2	U2					22,25,30,34,35,38,41,44,45,52
	Indoor Firing Range STA/TDY OJT 40 Hours	U2	U2					25,28,30,38,39,41,44,45,52

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		GS-05	GS-06	GS-07	GS-09	GS-09	GS-10	
	Chemical Demilling/Surety Operations STA/TDY OJT 40 Hours	U2	U2					22,23,25,28,30,34,35, 37,38,39,41, 44,45,52,70
	Hospital/Dental Facility STA/TDY OJT 40 Hours	U2	U2					21,23,24,25,28,30,34, 35,37,38,39, 41,44,45,52,70
	Ammunition Plant Industrial Hygiene Evaluation STA/TDY OJT 40 Hours	U2	U2					22,23,25,28,30,34,35, 37,38,39,41, 44,45,52, 70
	Intermediate Industrial Hygiene Topics Course STA/TDY FC 80 Hours			U2	U2			21,22,23,24,25,26,27, 34,35,37,38,39,40,41, 45,48,52,70
	Principles Of Ergonomics USACHPPM FC 20 Hours			U2	U2			26,28,34,35,38,39,41, 44,45
	Occupational Noise USACHPPM FC 16 Hours			U2	U2			23,25,28,30,34,35,38, 39,44,45,52
	Occupational Respiratory Protection USACHPPM FC 40 Hours			U2	U2			23,25,28,34,35,38,39, 44,45,52
	Chemical Protective Clothing USACHPPM FC 24 Hours			U2	U2			22,25,26,28,38,44,45, 52
	Industrial Ventilation USACHPPM FC 40 Hours			U1*/U2	U1*/U2			22,25,28,30,35,39,44, 45,70
	Vibration/Ergonomic Study STA/TDY OJT 40 Hours					U1*/U2	U1*	26,28,34,35,38,39,41, 44,45

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		GS-05	GS-06	GS-07	GS-09	GS-09	GS-10	
	Indoor Air Quality USACHPPM FC 24 Hours					U1*/U2	U1*	21,22,23,24,25,27,28,30,34,35,37, 38,39,44,45,70
	Blueprint Reading And Ih Design Review USACHPPM FC 40 Hours					U1*/U2	U1*	22,25,28,30,35,39,44,45,70
	Asbestos Building Inspector Course USACHPPM FC 24 Hours					U1*/U2	U1*	22,23,25,28,30,34,35,37,38,39,41, 44,45,48,52,70
	Asbestos Management Planner Course USACHPPM FC 16 Hours					U1*/U2	U1*	22,23,25,28,30,34,35,37,38,39,41, 44,45,48,52,70
	Lead Based Paint Abatement Inspector USACHPPM FC 40 Hours					U1*/U2	U1*	22,23,25,28,30,34,35,37,38,39,41, 44,45,52,70
	Lead Based Paint Abatement Contractor/Supervisor USACHPPM FC 40 Hours					U1*/U2	U1*	22,23,25,28,30,34,35,37,38,39,41, 44,45,52,70
	Lead Based Paint Abatement Worker USACHPPM FC 40 Hours					U2	U2	22,23,25,28,30,34,35,37,38,39,41, 44,45,52,70
	Lead Abatement Study STA/TDY OJT 40 Hours					U2	U2	22,23,25,28,30,34,35,37,38,39,41, 44,45,52
	Indoor Air Quality Surveys STA/TDY OJT 40 Hours					U2	U2	21,22,23,24,25,27,28,30,34,35,37, 38,39,44,45,70
	Asbestos Abatement Contractor/Supervisor Course USACHPPM FC 40 Hours					U1*/U2	U1*	22,23,25,28,30,34,35,37,38,39,41, 44,45,48,52,70

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		GS-05	GS-06	GS-07	GS-09	GS-09	GS-10	
	Asbestos Abatement Project STA/TDY OJT 40 Hours					U2	U2	22,23,25,28,30,34,35, 37,38,39,41,44,45,48, 52,70
	Hazardous Waste Operations USACHPPM FC 40 Hours					U1*/U2	U1*	22,23,25,28,30,34,35, 37,38,41,44,45,52
	Hazardous Waste Remediation STA/TDY OJT 40 Hours					U2	U2	22,23,25,28,30,34,35, 37,38,41,44,45,52

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APPENDIX G
INDUSTRIAL HYGIENIST AND INDUSTRIAL HYGIENE TECHNICIAN
COURSE DESCRIPTIONS

1. Basic IH Techniques. Presents AMEDD personnel a basic knowledge of techniques used in the recognition, evaluation, and control of occupational health hazards. Instruction is presented through conferences, practical exercises, and examinations. (Source:) (Length:)

2. Intermediate IH Topics Course. Presents AMEDD personnel advanced training and continuing education in the technical aspects of IH topics. Specific content varies from year to year depending upon current issues; however, the course addresses the principal topics of Respiratory Protection and Industrial Ventilation. (Source:) (Length:)

3. Occupational Respiratory Protection Course. Presents advanced topics and problems of respirator usage. Includes an update on current standards, legal decisions, and research results; a self-contained breathing apparatus workshop with field exercise; qualitative and quantitative fit test workshops; and cleaning and maintenance workshop. This course is open primarily to the IHs. (Source:) (Length:)

4. Annual IH Symposium. A series of meetings and presentations which collectively enable all personnel supporting the IH mission at DA facilities to exchange ideas, insights, and information. Designed to give specialists a chance to deliver short presentations on various aspects of IH as well as allow for free exchange of opinions by attendees. After attending the symposium, DA support personnel will have received up-to-date information on trends in policy, changes in equipment, and plans for dealing with current issues. The symposium is focused on helping attendees to better meet their mission goal of protecting the health of DA military and civilian employees. (Source:) (Length:)

5. Asbestos Abatement Contractors and Supervisors Course. An EPA-accredited course designed to teach the proper techniques for designing and operating an Asbestos Abatement Project. Includes how to prepare the site for the abatement, how to properly contain the asbestos building materials, instituting state-of-the-art work practices, PPE requirements, and current EPA and OSHA regulatory requirements. Includes techniques for cleaning the project area and performing the final cleanup air monitoring. (Source:) (Length:)

6. Asbestos Building Inspector Course. An EPA-accredited course designed to teach proper techniques of performing an inspection of buildings to determine where potential asbestos building materials are located and assess its physical condition. Teaches the proper methods for sampling building material to determine if it contains asbestos. (Source:) (Length:)

7. Asbestos Management Planner Course. An EPA-accredited course required for persons who prepare asbestos management plans for schools. This course covers procedures for developing an asbestos management plan. (Source:) (Length:)

8. Asbestos Project Designer Course. An EPA-accredited course required for persons who must design projects for roofs, abate asbestos in roofs, and inspect roofs. Topics include health effects, safety system design specifications, PPE, fiber aerodynamics and control, design of abatement solutions, preparation of drawings, and regulatory, liability, and economic issues. (Source:) (Length:)

9. Blueprint Reading and IH Review Class. Focuses on the design review process. Includes a review of key regulatory criteria for Army construction projects including special sessions on indoor firing ranges and child day-care facilities. Attendees will gain an understanding about blueprint formats and drawings through several hours of hands-on workshops. This course is open to IHs and technicians. (Source:) (Length:)

10. Principles Of Ergonomics. Introduces the application of ergonomic principles in an effort to reduce stresses and strains on the employee's body. Topics include work physiology, bio-mechanics, anthropometry, repetitive motion disorders, video display terminals, manual lifting, back injury problems, design of workstations and equipment, and demonstrations of instrumentation and equipment used in the field of ergonomics. (Source:) (Length:)

11. Ergonomics II / Management. Presents training necessary to identify and correct work habits and/or work-site conditions that contribute to cumulative trauma injuries. Included in this 3-day course will be on-site evaluations of both office and industrial workplaces followed by classroom problem-solving sessions. Students are expected to have a basic knowledge of how to evaluate ergonomic problems gained by either work experience or previous ergonomic training courses (see #10 above). (Source:) (Length:)

12. Industrial Ventilation. Presents basic and advanced

concepts of industrial ventilation through lecture, laboratory sessions, and practical exercises. Emphasis is on the characteristics of air to include airflow and pressure relationships, design of ventilation systems used to prepare a basic concept design, selection of fans, and the role of dilution ventilation in industrial environments including calculations for predicting dilution ventilation rates. The course will also include a demonstration of the instruments and methods used in testing ventilation systems. (Source:) (Length:)

13. Health Hazard Information Module User Training. Presents the necessary background information and skills to use the HHIM system. The HHIM is the IH portion of the OHMIS. Focuses on using the HHIM software to enter the results of field surveys, editing existing data entries, use of standard reports, and using the ad hoc reporting capabilities. Also provides extensive hands-on data entry and relates to the application of the HHIM to the administration of a local program. Students become familiar with assessing priorities for further services, assigning exposure potential codes based on evaluative results or need for further study, and methods for determining health and noise RACs. (Source:) (Length:)

14. Occupational Noise. Provides hands-on training with the Quest M-280 Noise Dosimeter. Each student must bring one (1) Quest M-280 Noise Dosimeter and a microphone to the training course. In addition to the hands-on training, this course also provides information in the following areas: physics of sound, key elements of OSHA's Occupational Noise Standard and Hearing Conservation Amendment, and a basic explanation of sound level meters and noise dosimeters. This course is open to technicians and specialists. (Source:) (Length:)

15. Management Concepts Workshop. Presents practical and relevant knowledge and application of skills and abilities to all personnel actively managing IH programs at the DA facilities. Designed for technical specialists who are currently managing or may be promoted to supervisory and managerial positions, and who would like to enhance their management skills and abilities through an interactive learning experience. (Source:) (Length:)

16. IH Case Studies Course. Designed for Senior Level IHs. Challenges one's thinking by seeking solutions to a variety of problems encountered in the field of IH. (Source:) (Length:)

17. Hazardous Waste Operations. Presents the training required in 29 CFR 1910.120, Hazardous Waste Operations and Emergency

Response. (Source:) (Length:)

18. Ventilation System Troubleshooting. Focuses on common ventilation system problems. Presents the evaluation system for determining the source of trouble as well as methods used to correct it. (Source:) (Length:)

19. Orientation for IHs. Presents newly hired IHs with basic information about employment in the Federal Government and specific information about the IH ACTEDS Plan. (Source:) (Length:)

20. Supervisor Development Course (ST5001/ST5002)/Human Resources For New Supervisors: Fundamentals & Tools. Presents first time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. A mandatory course that must be completed within twelve (12) months of assignment as supervisor to civilian personnel. Supervisors must complete the correspondence course before enrolling in the Leadership Education and Development (LEAD) course. The course may be completed by correspondence course or by attendance to a centrally funded residential training course. Additional information for the correspondence course is available at: http://www.cpol.army.mil/train/courses/st5001/st5001_top.htm Additional information for the resident course is available at: http://www.cpocma.army.mil/catalog/Crs-Descr/Descr-E-H.htm - HRfNS (Source: AIPD/CPOCMA)(Varies/36 Hours)

21. Intern Leadership Development Course. Training in the operational concepts and structure of the Army competencies of individual leader/follower skills, understanding of team development, organizational leadership elements of purpose, direction, and motivation, and familiarization with the career progression process of a DA civilian. (Source:) (Length:)

22. On-the-Job Training. Structured training at an installation designed to put into practice job skills learned in the classroom. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by Senior Level IHs. (Source:) (Length:)

23. Personnel Management for Executives. Presents a broad perspective of personnel management in relation to the total management function, the relationship of operating and staff officials in the discharge of personnel management responsibilities, and the current and projected developments in personnel administration. The target audience for this course is GS-13/14 (GS-12 and 15 on exception basis). This course is

centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm (Source: AMSC) (Length: 72 Hours)

24. Personnel Management for Executives II. Designed to stimulate managers and executives to manage human resources more efficiently and to develop a sharper sense of direction and improved human resources management skills. Nominees must have attended PME I at least two years prior to the start of PME II. This course is centrally funded. Additional information is available at: http://www.amsc.belvoir.army.mil/amsc_pme.htm. (Source: AMSC) (Length: 40 Hours)

25. Leadership Education and Development (LEAD) Course. The target audience is new military and civilian supervisors of civilian employees. Develops and hones leadership skills of supervisors. Focuses on situational leadership, motivation, communication, performance counseling, conflict management, team building, problem solving, values and ethics, and systems theory. Supervisors must complete the Supervisor Development Course before enrolling in this course. This course is locally funded. Additional information is available at: http://cpol.army.mil/train/catalog/ch01lead.html. (Source: Local CPAC) (40 Hours)

26. Organizational Leadership for Executives. Trains career program DA civilian Managers in leadership doctrine of the Army. This course will identify, explain, and demonstrate the leadership skills and competencies required to perform at the key manager level. The Command & General Staff College has approval authority to grant graduate credit to students who successfully complete OLE. This course is intended for managers in the grades of GS-12 through GS-15. This course is centrally funded. For additional information go to: http://www-cgsc.army.mil/cal/cltd/CLTD_courses/index.asp (Source: Center for Army Leadership (CAL)) (Length: 80 Hours)

27. Instructor Training Course (Formerly Faculty Development Course)/Effective Briefing Course. Emphasis is placed on communication skills, audio-visual support, writing lesson plans, writing objectives and writing test items. Additional information for the Instructor Training Course is available at: https://www.atrrs.army.mil/atrrscc/courseinfo.asp?fy=2003&sch=081&crs=5K%2DF3%2F520%2DF3&crstitle=INSTRUCTOR+TRAINING+COURSE&phase=. Additional information for the Effective Briefing Course is available at: http://www.grad.usda.gov (Source: AMEDDC&S/USDA) (80 Hours/24 Hours)

28. Chemical Protective Clothing. Presents the classification and categories of chemical protective clothing, the materials and methods of construction, and the criteria for selection. The processes of degradation, penetration, and permeation are presented, including the methods of testing. Also discussed are the causes, effects, and control of during stress from the use of chemical protective clothing. (Source:) (Length:)

29. Safety Hazard Recognition for the IHs. Identifies commonly occurring safety hazards in general industry and construction workplaces, and cites the appropriate safety standards pertaining to these hazards. Identifies the sources of information on the causes and control of safety hazards such as the National Electric Code, National Fire Protection Association, and the American National Standards Institute standards. (Source:) (Length:)

30. Developing Listening and Memory Skills. Through lectures, practical exercises, and discussions, the students learn to use practical techniques for improving listening skills; recognize and overcome barriers to effective listening; organize information transmitted orally by applying the principles of effective listening; and remember names, faces, facts, figures, and ideas more readily and accurately. (Source:) (Length:)

31. Legal Aspects Of Occupational Safety And Health. Identifies current occupational safety and health laws and legal procedures affecting the working environment. Specific topics include: Common Law Liability, Enforcement, Current Issues of Workers Right to Know, Limits of Protection, and Labor Management Relations. (Source:) (Length:)

32. Computer Literacy for IH Trainees. Presents an introduction to computers for a generic understanding of automated systems. (Source:) (Length:)

33. Indoor Air Quality. Presents the basic strategies of evaluating and correcting indoor air quality problems with special emphasis on the use of ASHRAE Standard 62-1989, Ventilation for Acceptable Indoor Air Quality, and ASHRAE Standard 55-81, Thermal Environmental Conditions for Human Occupancy, in evaluating work areas. Upon completion, attendees will evaluate indoor air quality complaints and heating, ventilation, and air conditioning equipment (to include operation and maintenance), and provide recommendations ensuring applicable standards are met. (Source:) (Length:)

34. Toxicology. Presents information on the acute and chronic

effects of toxic substances and residues. Discusses human physiology, physiological mechanisms, health effects, and the target organs of the exposed. (Source:) (Length:)

35. Contracting Officer Representative Course. Presents an overview of the legal requirements and fundamentals of contracting that lead to the award of a contract. Emphasis is on contract situations where many contract administration functions are performed by the requiring activity's personnel, such as writing specifications and performing contract surveillance and/or overall contract monitorship. Designed to improve job performance of personnel outside the contracting career field who will be involved with contracts as a contracting officer's representative or quality assurance evaluator. Concentrates on service rather than supply, research and development, or construction contracts. (Source:) (Length:)

36. Sustaining Base Leadership and Management (SBLM) Program. Presents strategies, doctrine, functional relationships, and systems relevant to the Total Army with emphasis on the sustainment base. Specifically, provides knowledge of military forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics management, installation management, information management, management techniques, personnel management systems, health fitness, communicative arts, and program analysis and evaluation. This course is centrally funded. Nominees must be serving in grades GS-12 through GS-14 (GS-11's and GS-15s by exception). Additional information is available at: http://www.amsc.belvoir.army.mil/ (Source: Army Management Staff College (AMSC)) (Length: 12 weeks-resident/1 year-non-resident)

37. Technical Presentation / Paper. Subject of presentation should be of use/ interest to DA. Presentation/paper should be delivered/distributed on an Army-wide basis to other occupational health professionals. (Source:) (Length:)

38. Publishable Research Project. Subject/focus of project should be of use/interest to DA. Findings should be published in a national peer reviewed professional journal. (Source:) (Length:)

39. Manager Development Course. Correspondence course covering topics such as organizational culture, time management, setting objectives and plans, problem solving and decision making, planning, programming and budgeting, manpower management, communications, information technology applications, the Army

environmental program, equal employment opportunity, professional ethics, internal management control, and Army Family Team Building. This course is centrally funded. Additional information is available at: http://www.atsc.army.mil/accp/aipd.htm http://www.atsc.army.mil/accp/aipd.htm(Source: AIPD) (Length varies)

40. The Army War College (AWC). DA civilian employees at GS-14/15, and high potential GS-13's are eligible to attend. Studies the role of land power, as part of a joint or combined force, in support of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems and the national security decision-making process. It teaches, through numerous case studies, exercises and war games. The student seminar group is the fundamental learning vehicle at the school. Resident students may qualify to earn an initial masters degree from participating institutions. This course is centrally funded. Additional information is available at: http://carlisle-www.army.mil. (Source: AWC) (Length: 10-12 Months-resident/2 years-Distance education)

41. The Industrial College Of The Armed Forces (ICAF). DA civilian employees at GS-14/15 are eligible to attend. Focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. Emphasizes post-graduate, executive level education rather than training, and enduring principles and concepts rather than transient contemporary events. Curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. Employs the case method complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program. This course is centrally funded. Additional information is at: http://cpol.army.mil/train/catalog/ch02icaf.html. (Source: NDU) (Length: 10 Months)

42. The National War College (NWC). Focuses on national security policy and strategy with a joint, multi-service perspective. Designed to expand and deepen student's knowledge of national security matters and to sharpen their analytical skills. Program consists of prescribed courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. DA civilian employees at grades GS-14/15 are eligible to attend. This course is centrally funded. Additional information is available at:

http://cpol.army.mil/train/catalog/ch02nwc.html. (Source: NDU) (Length: 10 Months)

43. The Legislative (LEGIS) Fellowship For Executive Development. LEGIS Fellows receive instruction and hands-on experience in a congressional office through training and developmental activities including 3 weeks of intensive briefings on the operations and organization of the U.S. Congress; a full-time assignment on the staff of a member, committee, or support agency or organization of the U.S. Congress; and, frequent seminars during the work assignment on Capitol Hill. (Source:) (Length:)

44. Secretary of The Army Research and Study Fellowship (SARSF). This opportunity is available to civilian employees at the GS-12 level or above. Fellowships are granted with the intent to: support study and research on selected projects relevant to Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected individuals. NOTE: Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds. Neither are they substitutes for academic programs that should come under other Army long-term training programs. Additional information is available at: http://cpol.army.mil/train/catalog/sarsf.html. (Source: SARSF) (Length: 6-12 Months)

45. Lead-Based Paint Abatement Inspector. This course presents the EPA's model lead inspection curriculum and augments it with current research findings from leading investigators and practical advice from experienced inspectors. It will train those who are responsible for inspecting housing and public buildings for lead hazards and those who will design inspection projects. The course will focus primarily on state-of-the-art methods for determining lead in paint, soil, water, and settled dust. This course also features workshops that will provide each student with an opportunity to operate x-ray fluorescence analyzers to identify unknown and known lead paint film concentrations using real world samples. A field trip is included to give students an opportunity to conduct an inventory of items that would require lead testing as well as an opportunity to conduct those tests. (Source:) (Length:)

46. Lead-Based Paint Abatement Planner / Designer. This course will train those individuals who will be conducting risk assessments in housing on the protocol issued by the Department of Housing and Urban Development (HUD), and the Risk Assessment Chapter of the newly-revised HUD Guidelines for the Evaluation

and Control of Lead-Based Paint Hazard in Housing. This risk assessment course focuses on issues related to integrating in-place management and maintenance operations. Individuals completing this course will also be able to recommend various abatement and interim control programs. Personnel taking this course must have successfully completed the Lead-Based Paint Abatement, Inspector course. (See #45 above.) (Source:) (Length:)

47. Lead-Based Paint Abatement Contractor / Supervisor. This course will familiarize individuals engaged in the supervision of residential lead abatement projects with safe, effective, and efficient abatement methods and procedures. In addition to the techniques for carrying out lead-based paint, soil, and dust, lead abatement emphasis is also placed on worker protection and safety, occupant protection, cleanup and clearance, waste disposal, resident and community relations, regulatory aspects, use of XRF analyzers, and legal and insurance issues. (Source:) (Length:)

48. Lead-Based Paint Abatement Worker. An EPA-accredited course which includes lectures, demonstrations, hands-on laboratory work, and individual respirator fit testing. (Source:) (Length:)

49. Risk Communication And Public Dialogue Workshop. This workshop deals with "low trust - high concern" audiences. Students will learn the "tools" to evaluate and communicate risk information. Upon hearing research results and case studies, students will develop a systematic approach for presenting "risk communication messages," whether they are spoken, written, or prepared for the media. Some topics included in the workshop are: the community as an interconnected group of stakeholders and interests, how people tend to perceive risk, perception versus how beliefs are formed, importance of credible messages, measuring dialogue effectiveness, news media interactions, and methods to test messages and public interactions. (Source:) (Length:)

50. Action Officer Development Course (AODC). Mandatory for all individuals promoted/appointed to journey-level positions. Other employees interested in developing their action officer skills may also enroll. The course prepares employees for the requirements of staff work with training similar to that of the Combined Arms and Services Staff School (CAS3). The supervisor of each student must enter into an agreement with the employee to provide opportunities for the employee to become proficient. The course is available in two versions, paper based text or the

paperless version offered on-line. There is no cost for this course. Additional information is available at: http://cpol.army.mil/train/catalog/ch01aodc.html . (Source: AIPD) (Length varies)

51. DOD Executive Leadership Development Program (DELDP). The purpose of this program is to: provide the advantage of a joint arena approach to civilian training that promotes greater understanding of the overall DOD mission; provide a new approach to the training of DOD employees which parallels the methodology of selected military training; focus on increasing the pool of eligible civilian employees for promotion to executive positions, regardless of sex, age, color, handicap, or national origin; and provide cross-agency exposure for mid-level civilian and military personnel. This is a competitive development course for GS/GM-12/13/14. This course is centrally funded. The course includes formal classroom instruction plus significant homework assignments. Additional information is available at: http://www.cpms.osd.mil/eldp/index.html (Source: DOD) (Length: 50-55 days over one year)

52. DOD Senior Executive Leadership Course. This course trains the individual to integrate internal and external program/policy issues while ensuring consideration of key national and agency-wide goals, priorities, values, and other issues in the decision-making process. Attendees learn how to represent the work unit and/or organizations and how to coordinate with other work units and organizations effectively; guide and direct programs, projects, or policy development; obtain and allocate the financial and material resources necessary to support program or policy implementation; utilize human resources appropriately; and ensure that programs and policies are implemented with the desired outcome. Competitive development course for GS/GM 14/15 with 1 year supervisory experience. Formal classroom instruction 44 days plus 6 - 9 months developmental assignment in DOD, and homework over a one-year period. Source: DOD. (Source:) (Length:) **Deleted?**

53. Executive Leadership Program (Formerly the Women's Executive Leadership Program). This course will provide student with the ability to lead, communicate assertively, build effective teams, manage stress, portray a professional image, manage cultural diversity, coach and counsel, recognize and exert personal power; knowledge of the Federal Personnel Management system; ability to resolve conflicts; skill in negotiating; knowledge of legal and ethical issues impacting managers; ability to use organizational survival techniques; knowledge of factors which impact career success; and skill in making presentations. Formal classroom 24

days, plus 5 months developmental assignment and special activities over a 12-month period. This course is open to individuals at the GS 11-13 levels who have little or no supervisory experience. Additional information is available at: http://www.grad.usda.gov/programs services/lda/welp.cfm (Source: USDA) (Length: 12 Months)

APPENDIX H
INDUSTRIAL HYGIENIST AND INDUSTRIAL HYGIENE TECHNICIAN
GLOSSARY

ACRONYM		DEFINITION
ACTEDS	-	Army Civilian Training, Education, and Development System
AEC	-	Army Environment Center
AIPD	-	Army Institute for Professional Development
ALMC	-	Army Logistics Management College
AMEDDC&S	-	U.S. Army Medical Department Center and School
AMC	-	Army Materiel Command
AMSC	-	Army Management Staff College
AODC	-	Action Officer Development Course
APG	-	Aberdeen Proving Ground, MD
APPD	-	AMEDD Personnel Proponent Directorate
AR	-	Army Regulation
ASA(M&RA)	-	Assistant Secretary of the Army (Manpower and Reserve Affairs)
ASHRAE	-	American Society of Heating, Refrigeration, and Air Conditioning Engineers
AWC	-	Army War College
CAL	-	Center for Army Leadership
CHPPM	-	Center for Health Promotion and Preventive Medicine
CIH	-	Certified Industrial Hygienist
CONUS	-	Continental United States
DA	-	Department of the Army
DOD	-	Department of Defense
DOHS	-	Director of Health Sciences
EPA	-	Environmental Protection Agency
ERDEC	-	Edgewood Research, Development and Engineering Center
FC	-	Functional Chief
FCR	-	Functional Chief Representative
HHIM	-	Health Hazard Information Module
HTRW	-	Hazardous Toxicological and Radiological Waste
HUD	-	Housing and Urban Development
ICAF	-	Industrial College of the Armed Forces
IDP	-	Individual Development Plan
IH	-	Industrial Hygiene / Industrial Hygienist
IHIT	-	Industrial Hygienist in Training
IHT	-	Industrial Hygiene Technician
KSA	-	Knowledge, Skills, and Abilities
MACOM	-	Major Army Command
MTP	-	Master Training Plan

NGB	-	National Guard Bureau
NIOSH	-	National Institute for Occupational Safety and Health
NWC	-	National War College
OCE	-	Office of the Chief of Engineers
OCONUS	-	Outside Continental United States
OHMIS	-	Occupational Health Management Information System
OJT	-	on-the-job training
OSHA	-	Occupational Safety and Health Administration/ Act of 1970
PMCD	-	Program Manager for Chemical Demilitarization
PPE	-	personal protective equipment
RAC	-	Risk Assessment Code
SARSF	-	Secretary of the Army Research and Study Fellowships
SME	-	subject-matter expert
SOW	-	statement of work
STA/TDY	-	on station or on temporary duty
TAPES	-	Total Army Performance Evaluation System
TSG	-	The Surgeon General of the U.S. Army
UR	-	Universal Recommended, Priority III (UR)
Ul	-	Universal Mandatory, Priority I (U1)
U2	-	Universal Mandatory, Priority II (U2)
USACE	-	U.S. Army Corps of Engineers
USACHPPM	-	U.S. Army Center for Health Promotion and Preventive Medicine
USAEC	-	U.S. Army Environmental Center

APPENDIX I

REQUEST FOR EQUIVALENCY CREDIT FOR MANDATORY FUNCTIONAL TRAINING

Instructions for Completing and Handling Request:

- Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- Approving authority completes Section IV and returns request to supervisor.

<table>
<tr><th colspan="3">Section I – Employee's Request for Equivalency Credit</th></tr>
<tr><td colspan="2">Name (Last - First - MI)</td><td>Career Field/Program Number</td></tr>
<tr><td>Title/Series/Grade</td><td>Course Title & Code</td><td>Course Provider</td></tr>
<tr><td colspan="2">Employee's Signature Date Signed</td><td>Telephone Number and E-mail</td></tr>
<tr><th colspan="3">Section II – Training Information</th></tr>
<tr><td colspan="3">□ Work Experience: (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.)
□ Formal Education or Training, including Correspondence Study: (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.)
□ Self-development Activities (Attach detailed explanation. Identify competencies and explain how they were acquired.)</td></tr>
<tr><th colspan="3">Section III – Supervisor's Recommendation</th></tr>
<tr><td colspan="3">□ Concur □ Non-concur</td></tr>
<tr><td colspan="2">Supervisor's Name, Title, Organization, and Mailing Address</td><td>Telephone Number and E-mail</td></tr>
<tr><td colspan="3">Supervisor's Signature Date Signed</td></tr>
<tr><th colspan="3">Section IV – Approving Authority’s Decision</th></tr>
<tr><td colspan="2">Approving Authority's Name, Title, Organization, and Mailing Address</td><td>Telephone Number and E-mail</td></tr>
<tr><td colspan="3">Approving Authority's Signature Date Signed</td></tr>
</table>

APPENDIX J
INDIVIDUAL DEVELOPMENT PLAN

PRIVACY ACT STATEMENT. Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Civilian Personnel Activity Center servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary.

NAME:	SSN:	PERIOD COVERED:	CAREER FIELD:
POSITION TITLE/GRADE:		ORGANIZATION:	

1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Development, Etc.)

a. Short-Term Objectives	b. Long-Term Objectives (3-5 Years)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. MANDATORY TRAINING FOR ACCREDITATION/CERTIFICATION

Course Title/Number	Objective Supported	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.						
2.						
3.						
4.						
5.						

3. UNIVERSAL MANDATORY TRAINING (Priority I)

Course Title/Number	Priority	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.						
2.						
3.						
4.						
5.						

4. UNIVERSAL TRAINING (Priority II AND III)

Course Title/Number	Objective Supported	Priority	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.							
2.							
3.							
4.							
5.							

5. COMPETITIVE PROFESSIONAL DEVELOPMENT

Type of Assignment	Location	Proposed Dates	Est Travel/Per Diem
1.			
2.			
3.			
4.			
5.			

6. TRAINING OR SELF DEVELOPMENT COMPLETED DURING LAST FY

Training Course or Developmental Activity	Location	Completion Date	Hours
1.			
2.			
3.			
4.			
5.			

7. INTERN ON-THE-JOB TRAINING

Developmental Activity	Location	Proposed/Completion Date	Supv Initial	Hours
1.		/		
2.		/		
3.		/		
4.		/		
5.		/		

I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training costs in each FY budget. I have discussed this with the employee for whom this IDP has been prepared and concur with documented training.

Program Manager/Supervisor **Date** **Functional Chief Representative** **Date**

I have discussed my career goals and the training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

Employee **Date**